DOCUMENT RESUME

ED 138 842 CG 011 304

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TITLE Three Studies of Gifted Students in the Grossmont Union High School District.
INSTITUTION Grossmont Union High School District, Calif.
PUB DATE 18 Oct 76
NOTE 51p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Academic Achievement; *Exceptional Child Education; Exceptional Child Research; *Gifted; High Achievers; *High School Students; *Honors Classes; Research Projects; Special Classes; *Special Programs; *Superior Students; Talented Students

ABSTRACT

Three separate studies of gifted Grossmont Union High School District students indicated that: (1) gifted students enrolled in special courses score higher in grade point averages and on SAT tests than gifted students who aren't so enrolled; (2) gifted students enrolled in special courses win significantly more scholarships and honors than gifted students who aren't so enrolled; (3) gifted students enrolled in special courses have higher and more definite educational goals than gifted students who aren't so enrolled; and (4) presently enrolled gifted students, their parents, and their teachers are pleased with existing programs and student progress, and desire program expansion. Numerous data tables are included. (Author)

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THREE STUDIES OF GIFTED STUDENTS IN THE GROSSMONT UNION HIGH SCHOOL DISTRICT

Studies #1 and #3
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CG 011304

October 18, 1976

Pupil Personnel Services

Grossmont Union High School District

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Summary of Results of Three Studies of Gifted Students
in the Grossmont Union High School District

Study #1

Comparison of the Academic Achievement of Enrolled and
Unenrolled 1976 Gifted Graduates

	Total enrolled gifted N=74	Total unenrolled gifted N=59	Unenrolled gifted at schools with no program N=32
Mean score on individually administered IQ test	138.15	138.22	137.92
Median score on individually administered IQ test	135	137	135
Mean Grade Point Average	3.726	3.229	3.278
Number of 4.0 graduates	12	2	2
Number with GPA's above 3.5	67	20	14
Range of GPA scores	2.84-4.0	2.04-4.0	2.04-4.0
Mean SAT Verbal score	565.143	511.212	517.647
Mean SAT Math score	626.00	546.06	573.529
Percent of students taking SAT test	97%	56%	62.5%
Average number of advanced classes other than gifted classes taken	3	1	1.37
Percent of students taking 4 or more advanced classes other than gifted classes	36%	.5%	9%

Study # 2

Results of Surveys given to Random Samples of Gifted Enrolled, Their Parents, and Their Teachers

(Total enrolled -428)

Percentage of student responses indicating satisfaction with academic progress on 2 different surveys

Survey # 1	N of sample = 134	76%
Survey # 2	N of sample = 109	74%

Percentage of parent responses rating their child as "improved" or "much improved" in academic skills and attitudes

N of sample = 111 84%

Percentage of students evaluating their teachers as "strong" or "outstanding"

N of sample = 178 84%

Percentage of student responses evaluating their course work as "good" or "excellent"

N of sample = 121 90%

Percentage of students evaluated by their teachers as showing "increase" or "marked increase" in academic performance

N of sample = 164 85%

Study # 3

Comparison of response to Questionnaire by Enrolled and Unenrolled Gifted

(N=41) (N=30)

1) Percent receiving 3 or more scholarships or awards

Enrolled	74
Unenrolled	5

2) Percent planning to attend a 4 year college or university

Enrolled	66.7
Unenrolled	45

3) Percent planning to spend 5 or more years in higher education

Enrolled	66.7
Unenrolled	35

4) Percent electing not to attend college

Enrolled	7
Unenrolled	27

5) No significant differences were revealed in number and sources of friends, school activities, or attitudes toward peers.

Background of the studies

Students who score at or above 132 on an individually administered IQ test are identified as "gifted" by California State Law and are eligible to participate in state-funded programs. In 1975-76, 428 identified students participated in gifted course offerings in the Grossmont Union High School District. 284 identified students did not participate for reasons which included schedule conflicts, parental and/or student choice, and lack of available programs.

Purpose of the studies

Study #1 had two purposes:

a) to compare the achievement of enrolled and unenrolled gifted graduates to determine if program participation affects performance.

b) to provide objective data for measuring the achievement of students who have been enrolled in gifted programs.

Study #2 was designed to survey:

a) the attitudes of enrolled gifted about their academic progress, their teachers, and their course work.

b) the attitudes of parents toward the gifted program presently operating in the Grossmont District.

c) teachers of the gifted as to whether student progress and achievement are appropriate for the ability of the gifted

Study # 3 was designed to compare responses of enrolled and unenrolled gifted graduates in regard to:

a) attitudes toward peers, school, teachers, and self.

b) numbers of activities and hours spent therein.

c) numbers of scholarships and awards earned.

d) educational aspiration beyond high school.

Conclusions drawn from the three studies will serve as an evaluation of the gifted program of the Grossmont Union High School District, as well as a guide for counselors, parents, and students.

Design of Study #1

The academic records of all 133 identified gifted 1976 graduates were studied. 74 had been enrolled in gifted courses for one year or more during grades 9-12; 59 had not been so enrolled. Grade point averages, SAT scores, and participation in advanced classes other than gifted classes were compared. Advanced classes were defined as academic classes which are generally not required for college entrance although enrollment is encouraged. These classes were third and fourth year foreign language, English IV or equivalent elective, Physics, Advanced Chemistry, Advanced Biology, Algebra II, Advanced Senior Math, Math Seminar, and Calculus.

32 of the 59 unenrolled gifted attended schools at which no programs were offered. Their records were compared to ascertain if the gifted at such schools performed better than the total unenrolled group.

Results of Study #1

The results of the first study revealed several differences in achievement, although the mean IQ scores of the two groups were remarkable similar (enrolled mean = 138.15, unenrolled mean=138.22.) The median score of the two groups showed the unenrolled group to be two IQ points higher than the enrolled group (enrolled median = 135, unenrolled = 137.)

It should be noted that the majority of identifying IQ tests are give in grade 2. If the two groups were individually tested today the results might differ markedly. Nonetheless, it is important for this study to note that the actual IQ scores existing for the two groups both slightly favor the unenrolled as potential achievers.

1. Mean GPA of 74 enrolled gi ted graduates compared to that of 59 unenrolled graduates revealed an average difference of .497 of a grade point in favor or the enrolled group.

Mean GPA enrolled	3.726
Mean GPA unenrolled	3.222
	.497 net difference

2. The number of 4.0 graduates differed with the enrolled having 10 more.

In the enrolled group	12 or 16%
In the unenrolled group	2 or 3%

3. 90% of the enrolled gifted had GPA's above 3.5 versus 36% of the unenrolled:

In the enrolled group	67 of 74
In the unenrolled group	20 of 59

4. The range of GPA's differed, showing that the lowest GPA of the enrolled groups was .80 of a grade point higher that the lowest GPA of the unenrolled group:

Enrolled GPA Range	2.84-4.0	range = 1.16
Unenrolled GPA Range	2.04-4.0	range = 1.96

5. Mean verbal score of the enrolled gifted was 53.931 points higher than for the unenrolled:

Mean SAT Verbal score enrolled	565.143
Mean SAT Verbal score unenrolled	511.212
net difference in points	53.931

6. Mean SAT Math scores were even more disparate:

Mean SAT Math score enrolled	626.00
Mean SAT Math score unenrolled	546.06
net difference in points	79.94

7. 70 of 74 enrolled gifted students took the SAT test (90%) compared to 33 of 59 unenrolled students (56%.)

8. The mean number of advanced classes other than gifted classes selected by the enrolled group was 3.066, for the unenrolled group, .899. Specific numbers of students electing advanced classes were:

Enrolled (N=74)		Unenrolled (N=59)	
Number of advanced classes selected	Number of students selecting	Number of advanced classes selected	Number of students selecting
0	3	0	35
1	9	1	7
2	15	2	10
3	20	3	4
4	15	4	2
5	6	5	1
6	4	6	0
7	2	7	0

9. 27 of 74 (36%) of the enrolled gifted took four or more advanced classes other than gifted classes compared to 3 of 59 (.5%) of the unenrolled group.

10. With the exception of the SAT Math score, the records of the unenrolled gifted at schools with programs didn't differ notably from those of the enrolled gifted at schools without programs.

Mean SAT Math score unenrolled at schools with no program	573.529
Mean SAT Math score of unenrolled at schools with gifted program	546.060
net difference in points	27.469

It should be noted though, that this score of the unenrolled is 52.471 points lower than the enrolled score.

Design of Study #2

Evaluation forms were given to six random samples of enrolled students, their parents, and their teachers. Two self-evaluation forms were given to students, one program evaluation form was given to parents, one teacher evaluation and one course evaluation were given to students, and 39 teachers were asked to evaluate the academic progress of 167

randomly selected students. Responses were tallied and converted to percentages of total responses to each item. The forms themselves, with the percentages for each item, can be found in the appendix.

Results of Study #2

1. 134 enrolled students evaluated themselves on degree of improvement in several academic and social areas as "improved" or "much improved" an average of 76% of the time

Sample items: (Students were asked to compare themselves to where they were one year prior) Percent of responses					
	much less	less	about same	more	much more
Ability to make decisions and work toward my goal	0%	0%	15%	44%	41%
Knowledge of subject manner	0%	1%	13%	16%	70%

2. 109 enrolled students evaluated their rate of growth on 20 academic qualities as "more than average" or "exceptional" 75% of the time.

Sample items: (complete responses in appendix) Students were asked to check their rate of on a 5 point scale					
	not at all	somewhat	average	more than aver.	excpt. well
I think I can estimate my own strengths & weaknesses	0%	0%	16%	48%	36%
I tend to stay with a problem until I can solve it	0%	1%	19%	44%	36%

3. 111 parents rated their enrolled child as "improved" or "much improved" an average of 84% of the time. 31 attached written comments favorable to the program.

Sample responses (Complete responses in appendix)
(Parents were asked to compare their child to the previous year)

	much less	less	about same	more	much more
Knowledge of subject matter	1%	1%	12%	54%	32%
Curiosity about learning new things	0%	2%	20%	49%	29%

4. 178 enrolled students evaluated their teachers as "outstanding" or "strong" an average of 84% of the time.

Sample responses (Complete responses in appendix)

	out-stndg	strong	avg.	below avg.	unsatis-factory
Teacher's knowledge of subject matter	68%	30%	2%	0%	0%
Ability to explain difficult areas so students can understand	52%	38%	8%	2%	0%

5. 121 students evaluated their course work positively 90% of the time.

Sample responses (Complete responses in appendix)
Is the organization and structure of the course appropriate to the areas of inquiry?

inappropriate 4% appropriate 28% highly appr. 68%

Would you recommend this class to other academically talented students?

not at all 6% — somewhat 28% — highly 66%

6. 39 teachers evaluated 164 students (average number of evaluations per teacher=40) as "increasing" or "markedly increased" in knowledge an average of 85% of the time.

Sample responses (Complete responses in appendix)

(teachers were asked to compare individual students with their ability at start of course)

	marked loss	diminishing	about same	increasing	marked increase
effectiveness of study skills & habits	0%	0%	21%	31%	48%
capacity to create original ideas and products	0%	0%	8%	36%	56%

Design of Study #3

Questionnaires were sent to all 133 gifted graduates of 1976. 74 had been enrolled in gifted courses for one year or more in grades 9 - 12, 59 had not been so enrolled. Questions regarding career and educational plans, peers, teachers, friends, educational influences and aspirations, self-satisfaction, scholarship and awards, and community and school activities were asked. The term "gifted" was never mentioned, to avoid biasing answers.

30 of the 59 unenrolled gifted (49.5%) and 41 of the 74 enrolled (55.5%) responded.

RESULTS OF STUDY #3

QUESTION (Responses reported in percents)	ENROLLED	UNENROLLED
1. Please check which best describes your post high school plans:		
(1) work	6.7	27.0
(2) community college	26.7	23.0
(3) business college	0.0	0.0
(4) private vocational school	0.0	5.0
(5) State college or university	46.7	30.0
(6) other college or university	20.0	10.0
(7) travel	0.0	5.0
2. This goal will probably take:		
(0) don't know	16.7	20.0
(1) no years of study past high school	0.0	5.0
(2) 1 - 2 years of study past high school	0.0	15.0
(3) 3 - 4 years of study past high school	16.7	25.0
(4) 5 - 6 years of study past high school	40.0	15.0
(5) 7 - 8 years of study past high school	16.7	15.0
(6) 9 or more years of study past high school	10.0	5.0
3. Several groups of statements about high school follow. In each group of five, select the one statement which best describes your viewpoint, and put a check in the space behind it. In high school:		
(1) I learned almost nothing	0.0	0.0
(2) I learned in some classes, but not many	6.7	10.0
(3) I learned in about half my classes	10.0	25.0
(4) I learned in many of my classes	36.7	30.0
(5) I learned in almost all of my classes	46.7	35.0

QUESTION (Responses reported in percents)		ENROLLED	UNENROLLED
4.	My high school:		
	(1) provided almost no opportunities for leadership	3.3	10.0
	(2) provided a few opportunities for leadership	10.0	30.0
	(3) provided a fair number of opportunities for leadership	40.0	25.0
	(4) provided many opportunities for leadership	36.7	15.0
	(5) provided as many opportunities as one could wish for	10.0	20.0
5.	Opinions of school:		
	(1) I hated attending this school	3.3	0.0
	(2) I disliked attending this school	3.3	5.0
	(3) It was O.K.	16.7	25.0
	(4) I enjoyed attending this school	53.3	45.0
	(5) I was very happy attending this school	23.3	25.0
6.	My high school:		
	(1) provided almost no opportunities for personal growth	0.0	5.0
	(2) provided a few opportunities for personal growth	26.7	20.0
	(3) provided a fair number of opportunities for personal growth	30.0	25.0
	(4) provided many opportunities for personal growth	33.3	35.0
	(5) provided as many opportunities for personal growth as one could wish for	10.0	15.0

QUESTIONS (Responses reported in percents)	ENROLLED	UNENROLLED
7. How would you rate your school on its atmosphere?		
(1) I always felt threatened and insecure there	0.0	0.0
(2) I often felt threatened and insecure there	0.0	0.0
(3) I felt threatened and insecure half the time; okay half the time	16.7	10.5
(4) I usually felt secure and unthreatened there	46.7	63.2
(5) I always felt secure and unthreatened there	36.7	26.3
8. Which is truest about your teachers?		
(1) None were able to communicate knowledge at all	0.0	0.0
(2) A few were able to communicate knowledge, but not many	6.7	15.0
(3) About half were able to communicate knowledge, the other half not	20.0	25.0
(4) Most of the teachers were able to communicate knowledge	53.3	35.0
(5) Almost all the teachers were able to communicate knowledge	20.0	25.0
9. How would you evaluate your teachers on their ability to provide opportunities for personal growth in student?		
(1) Almost none of my teachers ever did this	0.0	0.0
(2) A few of my teachers did this, but not many	34.5	45.5
(3) About half of my teachers did this, about half didn't	34.5	20.0
(4) Most of my teachers did this at some time	17.2	25.0
(5) Almost all my teachers did this	13.8	10.0

QUESTIONS (Responses reported in percents)		ENROLLED	UNENROLLED
10.	How would you rate your teachers as human beings?		
	(1) Almost all of them were cold and unfriendly	0.0	0.0
	(2) Most were cold and unfriendly but a few were nice	0.0	10.5
	(3) About half were unfriendly, about half were friendly	10.0	10.5
	(4) Most of my teachers were warm and friendly	50.0	63.2
	(5) Almost all my teachers were warm and friendly	40.0	15.8
11.	How would you compare your teachers to teachers in other schools?		
	(1) My teachers are worse than the teachers at other schools	0.0	0.0
	(2) Most of my teachers are worse than teachers at other schools, but a few are okay	3.6	0.0
	(3) My teachers are like teachers at other schools, no better, no worse	25.0	62.5
	(4) Most of my teachers are better than teachers at other schools, but a few are not as good	53.6	37.5
	(5) My teachers are better than teachers at other schools	17.9	0.0
****	SIGNIFICANCE = 0.0530		
12.	How many school activities did you participate in?		
	(1) none	0.0	5.0
	(2) one activity	23.3	45.0
	(3) two activities	26.7	20.0
	(4) three activities	26.7	20.0
	(5) four activities	10.0	5.0
	(6) five activities	10.0	5.0
	(7) six or more	3.3	0.0

QUESTIONS (Responses reported in percents)		ENROLLED	UNENROLLED
13.	About how many total hours a week did you devote to the above activity or activities? (See question 12)		
	(1) 0 - 1 hours	10.0	16.7
	(2) 2 - 4 hours	6.7	5.6
	(3) 5 - 7 hours	16.7	22.2
	(4) 8 - 10 hours	10.0	22.2
	(5) 11 - 13 hours	20.0	5.6
	(6) 14 - 16 hours	13.3	11.1
	(7) 17 - 19 hours	6.7	0.0
14.	Please check your community activities during high school for which you did not get paid.		
	(1) not active in the community	3.3	15.0
	(2) church related activities	73.3	75.0
	(3) scouting	20.0	10.0
	(4) political activity	0.0	0.0
	(5) volunteer work in hospital	3.3	0.0
	(6) volunteer work for public or private agencies	0.0	0.0
15.	About how many hours a week did you devote to the above activity? (See question 14)		
	(1) 0 - 1 hour	42.9	63.2
	(2) 2 - 4 hours	28.6	15.8
	(3) 5 - 7 hours	14.3	10.5
	(4) 8 - 10 hours	3.6	5.3
	(5) 11 - 13 hours	7.1	0.0
	(6) 14 - 16 hours	3.6	0.0
	(7) 17 - 19 hours	0.0	0.0
	(8) 20 hours or more	0.0	5.3

QUESTIONS (Responses reported in percents)	ENROLLED	UNENROLLED
16. Compared to how you see other students learn, how easy is it for you to learn?		
(1) Learning is very difficult for me	37.9	42.1
(2) Learning is somewhat difficult for me	27.6	31.6
(3) Learning is sometimes easy and sometimes hard for me	24.1	21.1
(4) Learning is usually easy for me	6.9	5.3
(5) Learning is very easy for me	3.4	0.0
17. Compared to how other students react in a competitive situation, how easy is it for you to be competitive?		
(1) Competition makes me very nervous; I don't enjoy it at all	0.0	0.0
(2) I dislike competitive situations	26.7	15.8
(3) Competition is okay at times, other times not	36.7	47.4
(4) I usually enjoy competition	26.7	26.3
(5) I enjoy competition very much	10.0	10.5
18. Here are some common sources of friendship. Check statements which are true for you. We became friends.....		
(1) through sports (yes)	53.3	50.0
through sports (no)	46.7	50.0
(2) because of one particular class together (yes)	83.3	85.0
because of one particular class together (no)	16.7	15.0
(3) because we had many classes together (yes)	53.3	65.0
because we had many classes together (no)	46.7	35.0
(4) through common interest in school activities (yes)	53.3	45.0
through common interest in school activities (no)	46.7	55.0
(5) through out-of-school activities (yes)	46.7	50.0
through out-of-school activities (no)	53.3	50.0
(6) through same hobby or special interest (yes)	43.3	30.0
through same hobby or special interest (no)	56.7	70.0
(7) because we've gone through school together (yes)	76.7	60.0
because we've gone through school together (no)	23.3	40.0

QUESTIONS (Responses reported in percents)	ENROLLED	UNENROLLED
19. On question #18 Sources of Friendship, a tally was taken on how many sources the students checked. The following was derived: Students checking:		
(1) 1 source	13.3	10.5
(2) 2 sources	6.7	10.5
(3) 3 sources	10.0	21.1
(4) 4 sources	16.7	5.3
(5) 5 sources	30.0	31.6
(6) 6 sources	6.7	10.5
(7) All 7 sources	16.7	10.5
20. Which statement best describes you?		
(1) I have no friends	6.9	5.0
(2) I have 1 or 2 close friends	20.7	25.0
(3) I have 3 or 4 close friends	27.6	20.0
(4) I have 5 or 6 close friends	24.1	15.0
(5) I have 7 or 8 close friends	13.8	20.0
(6) I have 9 - 10 or more close friends	6.9	15.0
21. Which statement best describes the other students at your school?		
(1) I don't like or respect any of them	0.0	10.5
(2) A few are okay, but most are jerks	13.3	15.8
(3) About half are pretty good, the rest not so good	13.3	10.5
(4) Most of the kids are good people	73.3	63.2
(5) All the kids are really fine	0.0	0.0

QUESTIONS (Responses reported in percents)		ENROLLED	UNENROLLED
22.	Which statement best describes your opinion about how much an individual should consider society's needs in choosing a career?		
	(1) Society's needs are unimportant; the individual should choose entirely for his own satisfaction	23.3	10.5
	(2) Society's needs should be a small factor in making a career choice	26.7	42.1
	(3) Society's needs should be a major factor in making a career choice, along with individual satisfaction	50.0	47.4
	(4) Society's needs should be the major factor in making a career choice with the individual's interest taking a small part	0.0	0.0
	(5) Society's needs should determine a person's career choice, regardless of individual desires	0.0	0.0
23.	If you could live your high school years over, check the statement which would best apply.		
	(1) I would do it all differently	0.0	15.8
	(2) I would do some things differently, other things the same	80.0	63.2
	(3) I would do it all the same	20.0	21.1

QUESTIONS (Responses reported in percents)		ENROLLED	UNENROLLED
24.	Check the statements as they apply to you...		
	(1) I wish I had taken more academic classes in high school (yes)	23.1	21.4
	I wish I had taken more academic classes in high school (no)	76.9	78.6
	(2) I wish I had studied harder in high school (yes)	44.8	63.2
	I wish I had studied harder in high school (no)	55.2	36.8
	(3) I wish I'd taken more vocational classes in high school (yes)	34.5	33.3
	(4) I wish I'd taken more vocational classes in high school (no)	65.5	66.7
	(5) I'm happy with the classes I took in high school (yes)	78.6	93.8
	I'm happy with the classes I took in high school (no)	21.4	6.3
	(6) I'm happy with what I've learned so far (yes)	62.1	56.3
	I'm happy with what I've learned so far (no)	34.5	37.5
25.	If you're going on in school, how do you feel about....		
	(1) I dread going, but know I must to get a good job	0.0	5.9
	(2) I don't enjoy school too much, but I know I have to go to do what I want to in life	10.3	11.8
	(3) I enjoy school about half the time, so I have mixed feelings about going on	17.2	23.5
	(4) I usually enjoy school and will be glad to start school after vacation	51.7	47.1
	(5) I love going to school and can't wait to get started	20.7	11.8

QUESTIONS (Responses reported in percents)	ENROLLED	UNENROLLED
26. Thinking of what you could have learned in high school, which statement best applies?		
(1) I'm very dissatisfied with what I've learned so far	3.3	10.0
(2) I'm somewhat dissatisfied with what I've learned so far	20.0	20.0
(3) I'm half satisfied, half dissatisfied with what I've learned so far	26.7	25.0
(4) I'm mostly satisfied with what I've learned so far	33.3	30.0
(5) I'm very satisfied with what I've learned so far	16.7	15.0
27. Thinking of your most memorable learning experience in the past four years, check the answer which best applies. Most memorable learning experience happened:		
(1) in school or school related	60.0	61.1
(2) out of school, not school related	16.7	0.0
(3) no memory of such an incident	23.3	38.9

QUESTIONS	ENROLLED	UNENROLLED
28. To whom in high school were you most apt to go with a problem about school? Priority order...(responses reported in mean points)	mean	mean
Relisted in priority order by #1 most frequent, #2 second.....		
(1) friend or friends	6.7667	6.8333
(2) parent or parents	6.0000	6.5263
(3) teacher or teachers	5.8000	5.2778
(4) brothers or sisters	5.0000	5.2000
(5) school counselor	4.8929	5.0000
(6) family friend	3.5926	3.5714
(7) religious leader	2.5714	2.2857
(8) community counselor	1.5926	1.5714
29. Here are some ways people learn. Please rank them on a scale of 1 to 8 putting #1 by first most common way, #2 by second most common..for you (responses reported in mean points)		
Relisted in priority order by #1 most frequent.....		
(1) teachers in class	6.2759	6.4211
(2) teachers out of class	6.4643	5.7500
(3) television specials and documentaries	4.3571	5.1579
(4) newspapers and magazines	4.0357	4.4737
(5) friends	4.3333	3.4737
(6) books, both fiction and nonfiction	2.8667	4.3684
(7) parents or other family members	3.7586	3.0526
(8) religious leaders	3.1000	2.7895
Notice..priorities are not the same in both groups		

QUESTIONS (Responses reported in percents)	ENROLLED	UNENROLLED
30. The last question asked the student to list awards and scholarships received. The number listed was tallied by percent of responses.		
(1) no awards	10.0	40.0
(2) one award	10.0	30.0
(3) two awards	10.0	25.0
(4) three awards	33.3	0.0
(5) four awards	6.7	5.0
(6) five awards	3.3	0.0
(7) six awards	6.7	0.0
(8) seven awards	6.7	0.0
(9) eight awards	3.3	0.0
(10) nine awards	10.0	0.0
***** SIGNIFICANCE = 0.0089		

Conclusions of Study #1

For the groups studied:

1. Enrolled gifted students earned higher GPA's than the unenrolled, scoring an average of .497 of a grade point higher. This difference is especially impressive in light of the finding that enrolled gifted are far more likely to include difficult advanced classes in their schedules. Comparing GPA's based solely on the typical classes selected by the unenrolled gifted would reveal a greater difference between the two mean scores in favor of the enrolled. It can be stated with certainty that taking gifted classes does not adversely affect GPA scores; indeed, indications are strong that taking such classes increase the likelihood of a high GPA score. 90% of the enrolled gifted versus 36% of the unenrolled had GPA's above 3.5, and the lowest GPA among enrolled was .80 of a grade point higher than the lowest unenrolled GPA.

2. Mean SAT Verbal and Math scores are both higher for the enrolled group than for the unenrolled, an average of 54 points higher on the verbal section of the test, 80 points higher on the math portion. Based on these data positive benefits in test performance can be predicted for those who enroll in gifted classes.

3. 56% of unenrolled students versus 97% of enrolled students took the SAT test. Since this test is required for admittance to the University of California, Stanford, Cal Tech, USC, Harvard, MIT, and other prestigious four year colleges and universities, it can be theorized that the enrolled gifted are more likely to plan to apply to such institutions. This may also imply a more definite vocational goal for the enrolled gifted. (Neither group had any students who took the ACT, an optional test choice at some colleges).

4. Enrolled gifted averaged 3 advanced class choices other than gifted classes as opposed to an average of one such choice by the unenrolled. The study shows that 36% of enrolled took four or more such classes, as opposed to .5% of the unenrolled. Enrolled gifted are considerably more likely to elect advanced classes.

5. Since mean and median IQ's of the groups differed only slightly, and surprisingly in favor of the unenrolled group, IQ differences can be eliminated as an explanation of the widely differing results.

6. Considering only the portion of the study which deals with the achievement of the enrolled gifted, one can state that students in the Grossmont Union High School District's gifted program are achieving well both in grades and on standardized tests.

7. Extracted data on the unenrolled at schools with no programs revealed no significant difference between the records of the two groups of unenrolled. Comparing their records to those of enrolled gifted yielded the same differences as those mentioned in 1 - 4. This seems to refute the argument that the motivated gifted, who could be found in schools without special programs, presumably do as well without special programs as the gifted who have such opportunities. This was not true for the 1976 graduates; the gifted who participated in programs did appreciably better.

Conclusions of Study #2

1. Enrolled gifted students are generally very pleased with their academic progress, their teachers, and the quality of their courses.

2. Parents of enrolled gifted are pleased with the quality of programs being offered, feel they are of positive benefit to their youngsters both academically and motivationally, and favor the expansion of the kind and number of gifted courses.

3. Teachers of the gifted in Grossmont District are generally pleased with the academic and personal progress of their students and believe that student progress and achievement are commensurate with ability.

Conclusions of Study #3

1. A highly significant difference existed between the enrolled and unenrolled in scholarships and awards won; 74% of the enrolled gifted won 3 or more important scholarships or awards versus only 5% of the unenrolled. (Degree of significance = .0089).

2. 66.7% of the enrolled gifted, compared to 45% of the unenrolled, planned to attend a 4 year college or university right after high school. This suggests more definite vocational goals among the enrolled gifted and corroborates the finding of Study #1. Also, it can be noted that 27% of the unenrolled gifted planned to work after high school, with no mention of other educational plans, versus only 6.7% of the unenrolled.

3. 66.7% of the enrolled versus 35% of the unenrolled planned to spend more than 4 years in higher education. This indicates that the enrolled gifted are more likely to aspire to the professions which require advanced training.

4. The enrolled gifted evaluated their teachers significantly higher when comparing them to teachers at other schools (degree of significance = .05). They

also were more likely to attribute their educational progress to teachers in their added comments. This indicates a higher regard for teacher competancy among the enrolled.

5. The unenrolled were more likely to want to "live high school over again differently", to believe they should have studied harder, to believe their high school didn't offer enough opportunities for leadership, and to remember no significant learning experience in the past 4 years. A small trend is evident in the total results, indicating more dissatisfaction with personal educational progress among the unenrolled. This suggests further study.

6. The results of the study helped to refute some common criticism of gifted programs - that they create snobs, limit friendships, and lessen time for activities. The study revealed no significant differences in:

   a. Number and sources of friends.

   b. Number of and hours spent on school and community activities.

   c. Regard for peers.

   d. Satisfaction with course content, high school atmosphere and their class choices.

   e. Self-concept.

Overall

Study #2 indicates that students, parents and teachers are satisfied with existing programs and student achievement, and that they desire more course offerings.

Studies #1 and #3 indicate there are definite positive benefits associated with program participation. Schools with no programs or infrequent offerings might want to make revisions based on the evidence that such programs do favorably affect student achievement and aspiration. Parents and students should be made aware of the above findings when deciding upon program participation.

No. 1 SELF EVALUATION N=134

Will you please think of yourself at the present time in comparison to last year. As a result of this year's work, please rate yourself on the following items. Place the numbers 1, 2, 3, 4, and 5 on the line following each item according to the scale below:

1. much less 2. less 3. about the same 4. more 5. much more

		1	2	3	4	5
1.	Knowledge of subject matter areas (science, social studies, etc.)	0 %	1%	13%	16%	70%
2.	Ability to see how things go together in a situation (see relationships	0	0	16	57	27
3.	Ability to find information	0	2	14	38	46
4.	Ability to work well by myself	0	1	26	33	40
5.	Ability to judge the usefulness of facts	0	0	12	40	48
6.	Ability to think things through for myself	0	4	30	40	26
7.	Ability to accept responsibility	0	0	18	38	44
8.	Knowledge of my strengths and weaknesses	0	3	23	36	38
9.	Sense of personal worth and self-confidence	0	2	27	35	36
10.	Ability to make decisions and work toward my own goals	0	0	15	44	41
11.	The liking and respect of other pupils for me	0	0	21	45	34
12.	Ability to get along with my teacher(s)	0	2	20	40	38
13.	Willingness to do work as a leader	2	6	19	31	42
14.	Awareness of the feelings and needs of others	0	0	33	36	34
15.	Effectiveness of study skills and habits	0	1	26	35	38
16.	Curiosity about learning new things	0	1	30	36	33
17.	Opportunity to experiment with things and ideas	0	0	25	44	31
18.	Originality of ideas	0	0	29	48	23
19.	Capacity to create original ideas or products	0	0	20	44	36
20.	Strength of my imagination or creativity	0	1	26	44	29
21.	Interest in school	0	1	29	51	19
22.	Enjoyment of learning	0	2	13	40	45

No. 2 STUDENT SELF-EVALUATION SCALE N = 109

Check according to your rating of growth in the following areas:

1. not at all 2. somewhat 3. average 4. more than average 5. exceptional

		1	2	3	4	5
a.	I think I can estimate my own strengths and weaknesses.	0 %	0 %	16%	48%	36
b.	I feel a sense of personal worth.	1	0	32	30	37
c.	I place too great a value on obtaining high grades.	1	1	36	38	24
d.	I feel a "need to know."	0	0	21	43	36
e.	I value learning for its own sake.	0	0	21	32	47
f.	I care about less bright, younger, or otherwise "different" children.	0	2	21	40	37
g.	I have respect for others regardless of their status, color, or creed.	0	0	23	34	43
h.	I am aware of the feelings and needs of others.	0	2	30	39	29
i.	I feel comfortable with situations which may not have "right" or "wrong" answers.	0	0	20	33	47
j.	I am willing to make up my own mind.	0	2	30	37	31
k.	I am willing to consider more than one solution to a problem.	1	0	30	37	32
l.	I think I come up with original ideas.	0	1	30	31	38
m.	I think I have a strong imagination	0	0	28	40	32
n.	I produce an adequate amount of work at school.	0	0	20	42	28
o.	I produce work of high quality.	1	0	30	31	38
p.	I enjoy performing difficult tasks.	0	0	18	44	38
q.	I tend to stay with a problem until I can solve it.	0	1	19	44	36
r.	I give the responses teachers expect of me.	0	1	35	32	32
s.	I am willing to express my own opinions to teachers.	0	0	28	30	42
t.	I like to have teachers react to my ideas.	0	1	30	30	39

Pupil's Name: _____

No: 3

EVALUATION BY PARENTS

Responses reported in per.
N = 111

Will you please think of your child at the present time in comparison to last year. As a result of his participation in the State Study, please rate him on the following items. Place the letters a, b, c, d, and e on the line following each item according to the scale below. You may have difficulty in responding to some of the items. Please make the best estimate that you can.

(a) Much less (b) Less (c) About the same (d) More (e) Much more

		a	b	c	d	e
1.	Ability to think things through for himself	0 %	0 %	4%	60%	36
2.	Knowledge of subject matter areas (science, social studies, and others he has taken).	1	1	12	54	32
3.	Interest in school	0	0	28	46	26
4.	Ability to see relationships	0	1	22	50	27
5.	Ability to find information	0	1	22	50	27
6.	Ability to work well by himself	1	3	16	49	31
7.	The liking and respect of other pupils for him	0	0	10	38	52
8.	Ability to judge the usefulness of facts	0	0	18	48	34
9.	Ability to get along well with his teacher(s).	0	2	14	61	23
10.	Enjoyment of learning	0	1	9	52	38
11.	Knowledge of arithmetic, spelling and other basic skills.	0	0	28	39	1[illegible]
12.	Curiosity about learning new things.	0	2	20	49	29
13.	Ability to accept responsibility.	0	0	20	42	38
14.	Opportunity to make things, experiment, and use ideas.	0	0	16	50	34
15.	Knowledge of his strengths and wecknesses.	0	2	30	30	38
16.	Willingness to do work as a leader.	0	2	21	46	31

Summary of Responses to Open-ended Questions N = 31

17. Has participation in the study helped him? (Yes or No) Please explain.
29 - 2

Some comments: Very bored in regular classes. Greatly widened interest in literature. Looks forward to class with great interest. The atmosphere created by a group of eager learners is tremendous. He now likes to work with other people more. She is more conscious of the world and life. Teachers have been an inspiration. Moved here because of good classes being offered.

18. Has participation created problems for him: (Yes or No) Please explain
7 - 24

Four comments regarding family differences of opinion stimulated by class readings and discussions, not necessarily negative, just noticed as a factor. Otherwise, mention of problem of learning to plan ahead and budget time wisely. Viewed as a positive learning experience though. Some concern expressed about work load.

19. Would you like to have the program continued? (Yes or No)
30 - 1

Typical comments: Definitely yes. More challenging programs like this are needed. Expand the program for juniors and seniors. There is enduring need for challenging classes. We can't let this material resource go to waste. Happy with addition of more courses.

20. What changes, if any, would you suggest?

No changes were suggested, other than program expansion.

21. What specific changes have you noticed in your child which might be related to his attendance in the program for gifted students?

Typical comments: Reads more and better books. Now thoroughly enjoys learning due to excellent teaching. More relaxed about school and more confident. Has a better attitude toward minorities and less well achieving schoolmates. Has a better understanding of what being gifted means. Is more knowledgeable about career choices and college opportunities.

No: 4

STUDENT EVALUATION OF TEACHER

Responses reported in percent
N = 178

Name of course: _____
Number in class: _____
Grade you received: _____

Please evaluate the course and the teacher. Please give your honest opinion. Do not give your name, but I would like to know the grade you received in the course so I can relate how the course satisfies the needs of students with different abilities.

To the best of your memory, please compare with all other teachers and courses you have had.

Teacher and Course	Out-standing	Strong	Average	Below Average	Unsatis-factory
1. Knowledge of subject.	68 %	30 %	2 %	0 %	0 %
2. Variety of activities to make class interesting.	62	30	8	0	0
3. Grades students adequately and fairly.	38	60	2	0	0
4. Planning - Unit sequence - daily preparation, etc.	58	32	8	2	0
5. Personal Appearance - (Neatness, appropriateness of dress, etc.)	55	42	3	0	0
6. Voice and speech.	70	16	12	2	0
7. Ability to explain difficult areas so students can understand.	52	38	8	2	0
8. Enthusiasm for teaching.	71	22	5	2	0
9. Ability to motivate students to do their best.	63	28	7	1	0
10. Tolerance of attitudes and opinions of others	64	28	6	2	0
11. Friendly and cheerful.	58	32	10	0	0
12. Class control-orderly but not too strict.	47	42	10	1	0
13. Course covered adequately the main areas of (subject).	65	27	6	2	0
14. Homework was meaningful and helpful to the students.	54	41	5	0	0
15. In comparison with other classes, the amount I learned was	68	28	4	0	0

No: 5 · STUDENT EVALUATION OF COURSE WORK N = 121

1. Are the objectives of this course clear?

1%	29%	70%
Unclear	Clear	Very Clear

Comments:

2. Is the amount of work required appropriate for the credit received?

22%	66%	12%
Too much	About Right	Too little

Comments:

3. How would you rate the contribution of the textbook(s) to the course?

7%	36%	57%
Poor	Good	Excellent

Comments:

4. Is the organization and structure of the course appropriate to the area of inquiry

4%	28%	68%
Inappropriate	Appropriate	Highly appropriate

Comments:

5. Was the knowledge presented in the class adequate?

12%	36%	52%
Inadequate	Adequate	More than Adequate

Comments:

6. Did this course give you an appreciation of the value of the subject matter?

1%	24%	75%
Not at all	Somewhat	To a great extent

Comments:

7. Would you recommend this course to other academically talented students?

6%	28%	66%
Not at all	Somewhat	Highly

Comments

8. Do you feel this class will be useful in your higher education?

76%	22%	2%
Very useful	Useful	Not so useful

Comments:

9. Are the tests given in the class relevant to class work?

78%	22%	0%
Almost always	Usually	Almost never

Comments:

10. Are the tests and assignments of the correct degree of difficulty?

21%	64%	15%
Too hard	About right	Too easy

Comments:

Pupil's Name: _____

No: 6

TEACHER EVALUATION OF PUPIL

Responses reported in percent:
N = 164

Please evaluate this pupil by placing the letter A, B, C, D, or E on the line following each item according to the scale below. Think of him in relation to his performance at the start of the program.

A. Marked loss B. Diminishing C. About the same D. Increasing E. Marked increase

		A	B	C	D	E
1.	Knowledge of subject matter areas	0 %	0 %	6 %	54 %	40 %
2.	Ability to think in terms of the whole and to see parts in relation to the whole	0	0	4	48	48
3.	Research skills	0	0	16	67	17
4.	Ability to work independently	0	0	12	48	40
5.	Critical thinking ability	0	0	4	38	58
6.	Ability to solve problems	0	0	6	42	52
7.	Ability to accept responsibility	0	4	12	23	61
8.	Ability to meet challenges	0	2	6	28	64
9.	Knowledge of strengths and weaknesses	0	0	3	40	57
10.	Sense of personal worth and self confidence	0	1	4	34	61
11.	Ability to make decisions and work toward goals	0	0	6	34	60
12.	Status in peer group	0	2	10	32	56
13.	Rapport with teacher	0	0	8	28	64
14.	Willingness to do work as a leader	0	0	2	37	61
15.	Awareness of the feelings and needs of others	0	0	4	37	59
16.	Effectiveness of study skills and habits	0	0	21	31	48
17.	Curiosity about learning	2	3	8	30	58
18.	Opportunity to experiment with things and ideas	1	2	13	20	64
19.	Originality of ideas	0	2	10	44	44
20.	Capacity to create original ideas and products	0	0	8	36	56
21.	Strength of imagination and creativity	0	3	21	47	29
22.	Self-understanding	0	1	11	34	54
23.	Enjoyment of school	0	0	6	42	52
24.	Flexibility	0	0	12	31	57